

Contents of Pedagogical Disciplines Aimed at Continuous Didactic Training of Medical Students

Kadirova Munira Rasulovna

PhD, docent of the Ferghana branch of the Tashkent Medical Academy
Ferghana, Uzbekistan



Abstract – This article analyzes the content of pedagogical disciplines aimed at the intensification of didactic training. The methodology of intensification of didactic training of medical students is justified, one is selected from the system of disciplines that is fundamental and integrates all the specifics of the specialty profile, a list of academic disciplines that provide and close this profile discipline is determined. The structure and content of pedagogical disciplines are reflected in curricula, programs, training and teaching aids, and textbooks. The curriculum is a state document that defines the mandatory list and volume of subjects studied by year of study. In the process of creating recommendations for improving curricula, the main tasks of continuing education were solved. In the process of creating recommendations for improving curricula, the main tasks of continuing education were solved.

Keywords – Didactic Training, Intensification, Substantiation, Method, Content, Pedagogical Disciplines.

The cycle of psychological and pedagogical disciplines (history of pedagogy, didactics, upbringing theory, educational work methods, school management; pedagogical skills; general, age and pedagogical psychology, physiology and school hygiene) contains great opportunities for the continuous arming of future specialists with the deep competencies necessary for young to the teacher in the educational work with students, develops his pedagogical thinking and creative abilities.

All components of psychological, pedagogical and methodological training are interconnected and make up an integrated continuous integrity, including: the main object of study is the pedagogical process in which the teacher and student interact, the content of training and education, the personality of the teacher and student; a single focus of the content - the laws of development, training, education of students, ways of scientific organization of the educational

process at school; active interaction with the external environment: constant adjustment of the content, forms and methods of teaching psychological and pedagogical disciplines in accordance with the requirements of society for the educational institution, teacher and changes in the content of pedagogical activity; systematic close connection of university teaching with school practice, scientific analysis of advanced pedagogical experience.

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One of the most important tasks of the intensification of the continuous educational process is the development of new curricula. To develop the same curriculum, a model of a future specialist is needed. We have created a model for

training medical educators, the structure of which is presented in Scheme 1.

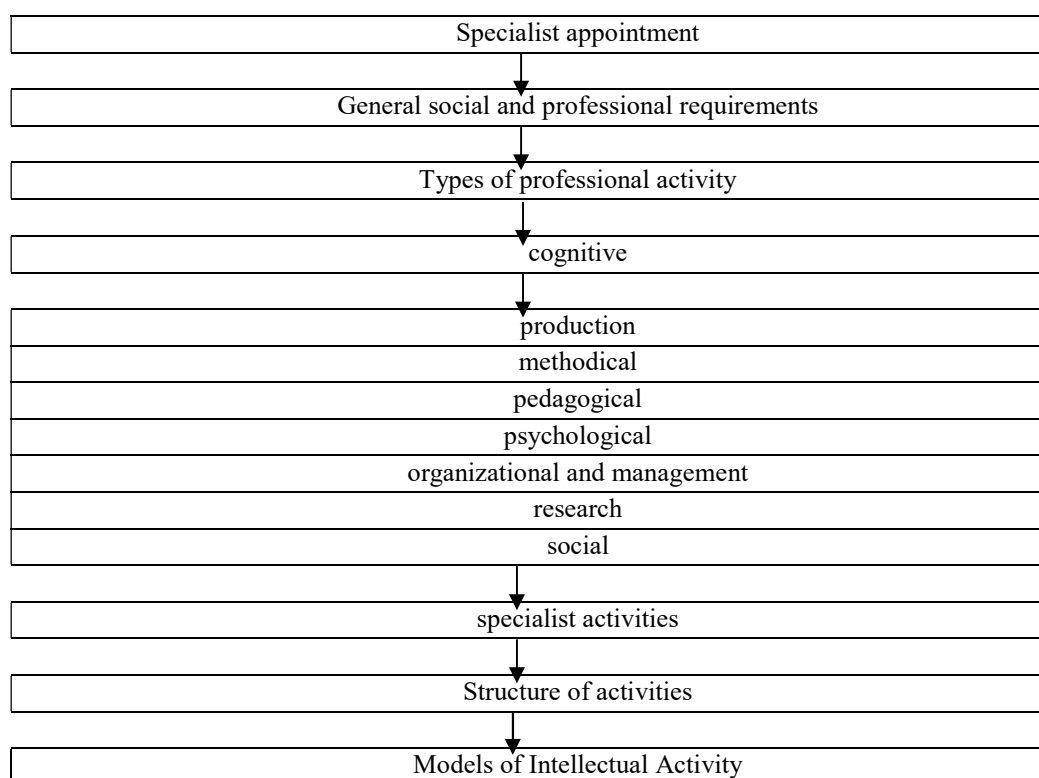
The logical algorithm for performing the procedures of the first stage is as follows:

1. The first subsystem of production activity is selected.
2. Its first object is selected.
3. According to the text of the description of the specialist training model for this object, the content of the intellectual activity module is found.
4. The content of knowledge of the module of intellectual activity determines the discipline of the specialty.
5. The content of the entire module and the chosen discipline of the specialty, as well as the general

requirements of the specialist model, determine disciplines of a general pedagogical level.

6. The second object of the same subsystem of production activity is selected, in which items 3-5 are repeated, etc. to full choice all objects of this subsystem.
7. After enumerating all the objects for the selected subsystem of production activity, a subsystem of selected educational disciplines is built, which at their levels can be combined or grouped, but they should not lose touch with their modules.
8. Paragraphs 1–7 are repeated for each subspecies of production activity.

Scheme 1. The structure of the model of training a specialist of a medical university



9. Paragraphs 1–9 are repeated for other types of professional activity (see chart 1).
10. The system of selected disciplines for all professional activities is being built.

From the system of disciplines received, one is singled out, fundamental and uniting all the specifics of the profile of

the specialty. Then determine the list of academic disciplines that provide and close this core discipline.

Further, in the series of supporting disciplines, it is necessary to determine the degree of their importance vertically and horizontally for majors and other disciplines. Based on the obtained degrees, they build the first version of

the structure of the system of academic disciplines of 3-4 courses.

In the process of creating recommendations for improving curricula, the main tasks of continuing education were solved:

- The formation of modern ideas about the methodological foundations of education;
- Systematization and structuring of knowledge on pedagogy;
- Improving competencies in the field of teaching methods;
- The formation of a psychological attitude and readiness for pedagogical cooperation with students on the basis of the intensification of educational and cognitive activity, independent work, the maximum disclosure of each person's creative abilities;
- Use of the best traditions and customs of the educational process of the peoples of central asia;
- Creative use of the pedagogical heritage of the great encyclopedic scientists.

The restructuring of the content of training at a medical university is associated with new concepts that are based on the ideas of Uzbek folk pedagogy, the achievements of domestic and world pedagogical thought, advanced pedagogical experience of the Republic of Uzbekistan and developed countries, the use of data from various branches of science. The compliance of the new content of education in the Republic of Uzbekistan with the criteria of world practice is associated with the standardization of teacher education.

The intensive process of updating vocational education raised questions about the need for fundamental changes in the curricula and programs of the pedagogy course at the pedagogical university, the content and methods of training specialists. Particular attention in the training of specialists should be given to knowledge of the history of peoples and territories, national culture, traditions and customs.

In the course of the study, we came to the conclusion that the definition of the content of continuous didactic training of a future teacher implies the following conditions: the establishment in a medical university of a volume of sufficiently stable fundamental knowledge necessary for understanding and mastering the developing areas of science, as well as for acquiring relevant skills and abilities; identification of the main directions, ideas and development trends of the relevant fields of science and technology; the

presentation of certain requirements for the levels of general, professional and scientific development of students, for their creative use of the rich pedagogical heritage of the great scientists-encyclopedists of the East and West.

The system of continuous didactic competencies should include the following blocks: fundamental methodological knowledge (knowledge of the methodology of pedagogical science, knowledge of the theory of instruction); instrumental and theoretical and practical knowledge about individual aspects of learning, about advanced pedagogical experience in learning; methodological knowledge about the forms of organization, methods and techniques of training.

In recent years, new components of the content of education have been identified (in relation to the content of general secondary education): the experience of creative activity and the experience of an emotional-value attitude to reality. The content of education is formed at three levels:

1. General theoretical understanding.
2. Subject.
3. Educational material.

At the level of educational material, this content takes the form of textbooks and other materials - educational tasks, texts, and exercises. Curricula and textbooks are artificial forms of materializing the content of education, but in reality it exists in the learning process, within the activities of the student and student.

Therefore, it follows from this position that the content of education has a dual nature: on the one hand, it is social experience materialized in a certain symbolic form of the program and textbook, and on the other hand, the student's activity with this formalized experience, organized with the help of the teacher. Therefore, in accordance with the principle of taking into account the unity of the substantive and procedural aspects of training, when designing the content of a subject or educational material, it is necessary to designate in them not only the content itself, but also the teaching methods for transmitting to students and how they learn this content.

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